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AUTHOR Terry, Arthur F., Ed.; Martin, Wanda M., Ed.
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ABSTRACT

Proceedings are presented of a workshop of "Higher Education: New Directions for Leadership," which is part of the project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education." The following forum speeches are presented: "Wasted Energy: Colleges' Liberal Vocational Debate," by Donald Casella; "Title VI and IX: Implications for Higher Education Institutions," by Barbara Caulfield; and "How in the World Can We Do All of This," by Elizabeth Koontz. The following clinic summaries are included: 12 steps to career education; collaborative efforts of business/industry and education; working with student teachers in career education; sex role stereotyping guidelines for teacher educators; how to get turned on with the Career Information Service; career education, career guidance, and occupational competence; how to conduct process and product evaluation; assessment of teacher education programs; and current strategies for compliance with teacher standards and practices commission regulations. (SW)

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ED168398

HIGHER EDUCATION: NEW DIRECTIONS FOR LEADERSHIP

Spring Workshop
April, 1978

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Editors
Arthur F. Terry
Wanda M. Martin

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PREFACE

The workshop documented in this publication was conducted as a part of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education." The purpose of the project is to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. Sponsors of the project are the State Department of Education, the seven Oregon colleges and universities that make up the State System of Higher Education, the eight independent colleges and universities of Oregon and the Marion Education Service District.

The Interinstitutional Consortium for Career Education (ICCE) operates as the governing body for the project. ICCE representatives are from Oregon's public and independent institutions of higher education that prepare teachers, counselors and administrators.

Further information about the project will be provided upon request from the Project Director.

Arthur F. Terry
Interinstitutional Consortium
for Career Education
Marion Education Service District
3180 Center Street, N.E.
Salem, Oregon 97301

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INTRODUCTION

A vital aspect of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education" is university and college staff development.

During the years 1975-1977 there have been five statewide workshops as well as numerous activities for staff development at each of the Consortium member institutions. The institution activities continued through 1977-1978 school year and two statewide workshops were conducted. The first workshop was organized around the theme "Evaluation and Measurement" and the second workshop was organized around the theme "Higher Education: New Directions for Leadership."

Participants for the on-campus activities and the two workshops were selected by each institution based on their desire to infuse career education into preparation programs for educational personnel, their capacity to work with other faculty in the infusion process and their knowledge of career education. Faculty members from academic disciplines as well as education were involved in staff development. Institutional activities are varied and unique to each campus because of the size of the institution and the needs of the faculty. Institutional activities included on-campus workshops for educational and academic personnel and local education agency representatives, visitations to LEA's to study exemplary programs, training sessions with Career Information System, and use of career education materials. Continuation of institutional staff development activities is highlighted through long-range plans developed by each college and university. These long-

range plans have been updated to reflect the most current direction being taken to infuse career education into programs to prepare teachers, counselors and administrators.

The second workshop "Higher Education: New Directions for Leadership" was attended by 98 representatives from Oregon colleges and universities, the State Department of Education, state/regional career education offices, and the U.S. Office of Education. This workshop is the subject of this report.

FORUM SPEECHES

WASTED ENERGY: COLLEGES' LIBERAL VOCATIONAL DEBATE

Donald Casella

The following letter was received by a corporate personnel officer in the city of Birmingham. "Dear Sir: I write this letter is request for workman's compensation following an accident which occurred in the course of my work. I was repairing a damaged section of brick on the roof of a three-story building. I set up a pulley system on the roof with a winch on the bottom in order to hoist the barrel with the necessary bricks, thus bringing three barrelfuls to the top. When the job was finished, I loaded the remaining bricks, about one barrelful, and proceeded to go downstairs to lower the contents to the ground. To my dismay, the winch slipped and the barrel began to descend. Though I now regret the action, I held tightly to the rope and therefore began to accent, due to the weight of the barrel. Halfway up, I struck the barrel coming down and sustained a painful injury on my left shoulder. Upon arriving at the top, my head was unfortunately situated and collided with the pulley mechanism bringing still more injury. Meanwhile, the impact of the barrel hitting the street burst it open scattering bricks and causing the load to be considerably lightened. Thereupon, I began a rapid descent once again painfully striking the barrel halfway down. My descent came to a sudden end on the pavement with painful leg injuries resulting. At this point, I made another mistake, in that I let go of the rope and the barrel fell once again, injuring my head. I, therefore, request compensation, disability, and transfer to another job."

It's been said that career education practitioners, especially at the post secondary level, could be likened to the unfortunate fellow in this story. They sustain repeated criticism, rejection, and antagonism from the lofty levels of liberal learning, from the down-to-earth levels of vocational education, and even get banged around when they attempt paths halfway in between. The central hypothesis of this talk is that nothing but wasted energy results, even to the point of injury and harm to students, educators and or educational institutions, when we engage in a false stereotypic, mythological, fruitless, perennial debate between so-called liberal learning and so-called vocational education. History gives evidence that this debate is unending. The arguments will never yield any sense of progress; they never give any personal or institutional satisfaction. Unless career educators, especially at the post secondary level, push beyond that debate, wasted energy will continue to be the result.

An example is in order. I was the Director of a Comprehensive Career Education program at the University of Alabama, funded by the Office of Education for one year with a generous grant of $274,000. The goal was to bring career education to the entire University of Alabama. Obviously, it was quite ambitious. The chart illustrates graphically the entire project. (Chart #1 on following page.)

The overall central purpose was, of course, student career development. Ideal goals were developed, then operational goals, some of which would be familiar to you as college level career educators. The operational goals consisted of (1) infusing the academic mainstream, (2) developing support career services, (3) reaching out into the world of work, and (4) a management system for the whole project. A description of the project bit by bit will reveal how a lot of energy was wasted. Our first operational goal was to infuse the academic program. The attempt here was to act as a mini-granting agency encouraging academic experiments in career education. Money was granted in all divisions.

The College of Arts and Sciences had a "pre-major" program and they developed a course for about 800 students who were undecided about their major and career. Another amount of money went to the Humanities section of the College of Arts and Sciences to present open forums for faculty and students to discuss the place of career education. This was all done out of class, but it was their choice. In the Science area, the decision was to work with student clubs in emphasizing career development. Again that was their choice and their choice was respected. The Social Science component decided to do some surveying about what ways faculty and students view career education and what was already being done or not being done in the classroom.

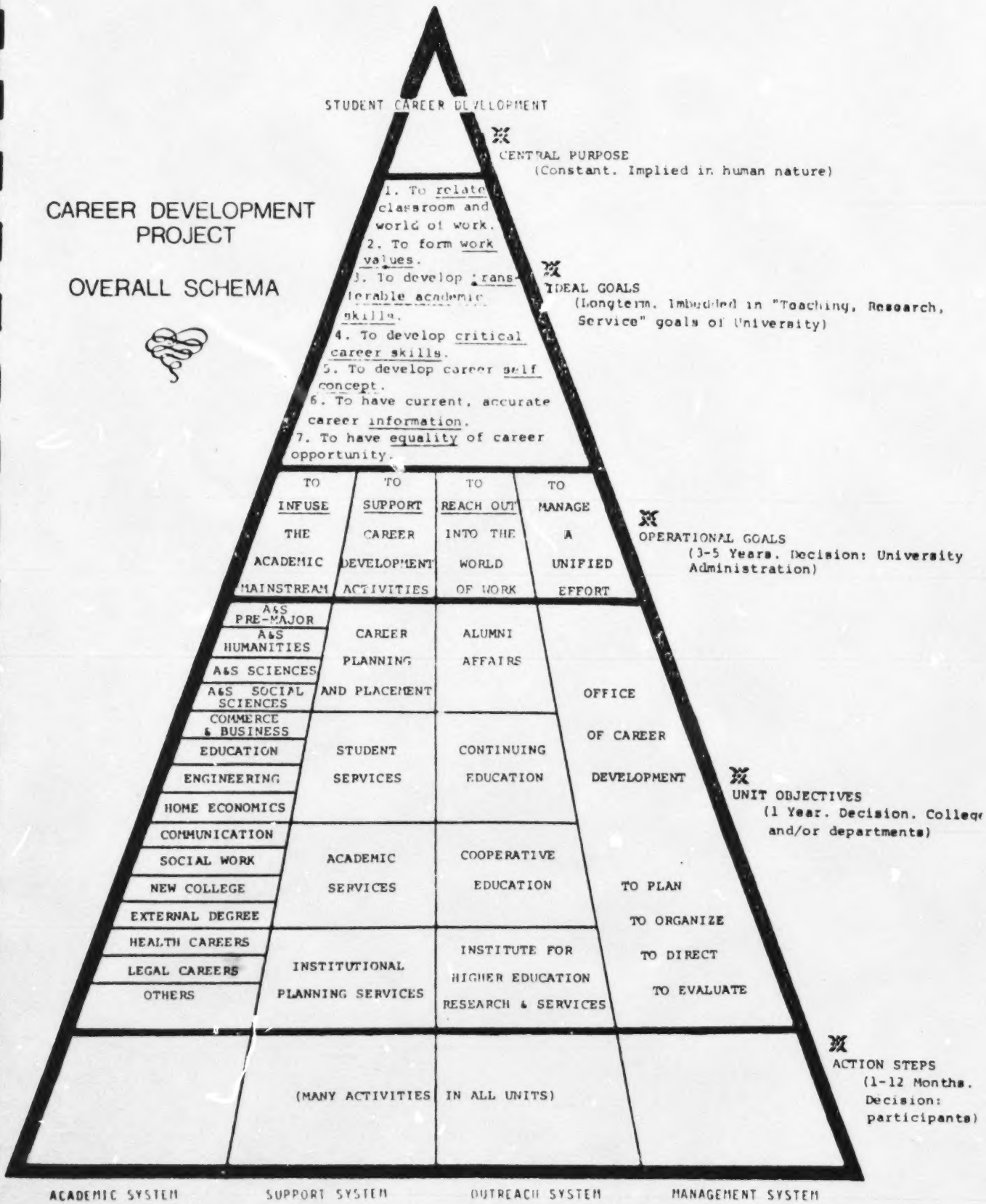
The College of Commerce and Business administration centralized its advising system, added a strong career component, and promoted its internship program. The College of Education did some work on pre-student teaching, putting students out into the schools early. The School of Home Economics centered its efforts on one of their programs, the Human Development program. They revamped the curriculum to include a strong career development dimension adding practica and integrative courses.

The New College, in which I had an academic appointment, developed a peer advising system. Also, a small sum of money was given to the Health Careers Committee and the Legal Careers Committee to assist in their advising.

The faculty coordinators and I were aware that we were falling short of touching the total academic mainstream, the courses themselves. So, we tried to tackle the entire 750 full-time faculty directly. Perhaps it was my theological background behind the decision to send them "pledge cards." We asked them to pledge one clock hour of their time in class to deal with the career dimensions of their course subject matter. We asked them to do it their way and to report back at the end of the year what they did and how they did it. Fifty-two percent of the faculty said they would be willing to do this, but the response was not as great at the end when report time came.

CAREER DEVELOPMENT PROJECT

OVERALL SCHEMA



In any case, this was an attempt, albeit an ambitious one, to "infuse" or "integrate" career education within the University's academic curricula. Lurking behind the scenes, however, in every one of these diverse programs was the liberal education-vocational education debate--the split stereotypes of educating for a life or educating for work as if the distinction were real. Nor did the debate stay behind the scenes. Periodically, it would appear center stage, and the endless arguments would drone on. Always present was the mythology of polarized purpose generating enormous amounts of wasted energy.

The effort continued and more energy flowed. These efforts in the academic mainstream needed conceptual and practical support. Students needed more than curricular assistance.

One of the career services of most universities is the Planning and Placement Center. At Alabama, the Planning and Placement Service used its allotment of money to video-tape the department chairpersons talking about their major and how career-related they were. The Center also purchased a Cushman motorized utility wagon and they designed it as a mobile career information unit. It went around to each of the colleges on campus, opened its displays, had media things operating, and thus, brought the Career Planning and Placement Center directly to the students. A Woman's Career Service was also founded.

Other service programs were begun in the Student Affairs division--Vocational Exploration Groups, groups in the dormitories, a session in Freshmen Orientation, some increased vocational guidance, but in all these efforts the same ghost haunted it all--the liberal vocational debate. Even in Student Services, there was felt an inadequacy in interacting with liberal arts faculty, almost to the point of feeling like second-class citizens. Where do Student Affairs people fit into a system espousing knowledge for knowledge's sake and education for education's sake? Again seemingly endless time, energy, and resources were taken up in this fruitless, eternal tug-of-war with the student being tugged back and forth.

The third operation of the total Career Education project was the outreach dimension. Some money went to Alumni Affairs to help gather "Career Consultants" for our students who would want some working advice. Instead of sitting down with a counselor in school, students could sit down with someone engaged in the occupation or profession of interest. Outreach also took place through Continuing Education with some Education-Work Seminars. In Cooperative Education, we assisted in working with employers. Through the Institute of Higher Education Research and Services, representatives from other colleges in Alabama came together at the University of Alabama campus for mutual discussion of the different things happening and for developing some models. It was no where near the level of sophistication existing here in Oregon, but again it was a start.

In attempting to manage the entire new project, the Office of Career Development operated out of the Academic Vice-President's Office, rather than the Student Affairs Vice President's Office; as an organizational way of saying that career education is primarily a teaching-learning process.

The entire university-wide effort was huge, diversified, comprehensive, and well thought through. But, it was both threatening and threatened. This double-edge threat was rooted in the false, liberal-vocational debate which some how or other just hangs over post secondary education like the sword of Damacles. Hanging over the entire effort was this unending and absolutely useless dichotomy of liberal and vocational learning.

In our demonstration, we tested many practices of career education--probably more than was needed in one project, but this is the purpose of a demonstration grant. In higher education, there is need for still more demonstration as the evidence seems to indicate that in higher education career education has not "caught on."

Michael Goldstein at the University of Chicago wrote a monograph for the National Advisory Board of Career Education entitled, "The Current Status of Career Education in the Post Secondary Level." In this piece, the author speaks very strongly of the liberal-vocational debate as an obstacle to college level career education. While he does not call it "wasted energy" he does document the antagonistic and apathetic feelings present in many faculty and administrators. The question we put to ourselves today is: Can that debate be avoided? Can that energy draining squeeze be ended? Is there some way out of this perennial academic chase?

There is a story about my uncle, the Italian kamikaze pilot, that might be appropriate here. He was decorated as a hero after twenty-six missions. Interpreted and applied to career education, this story points out that suicide is no option, and it is suicide to get entangled in a liberal-vocational debate. There is no way of being successful in career education through the trap of that debate. It is self-defeating from the start; it is emotional and educational suicide.

Rather, the direction would seem to be pushing beyond the debate, to refuse to play that game, to enlarge our vision, to challenge us first of all to get ourselves out of it, and then to challenge others to stop wasting time arguing about a merry-go-round that has plagued education since the time of Plato.

Speaking to a national convention of school board members, Willard Wirtz addressed the topic of Minimal Competency Tests. As usual, Mr. Wirtz pushed beyond, as is his style, declaring that competency tests should be seen in the context of "relating education to the working world" which "may very well shape up in the future as the most critical element in this situation and one that the schools simply cannot handle alone," I would like to take a page out of Mr. Wirtz's book and suggest that we have the beginnings of an answer when we face the fact that schools, at any level, simply cannot handle it alone. Relating education and work is a two-way street. If we are to be successful, if career education will ever catch on, to have any kind of real impact on higher education, it is going to be because we, as career educators, were able to step beyond that sterile and barren debate.

One way to push beyond is to set mutuality as a goal: The two worlds of Education and Work need each other; they need mutual understanding; they

need mutual assistance. Education cannot do the job alone, but neither can business, or government, or labor, or churches, or the professions. A goal of mutuality pushes beyon just school-center d career education and acknowledges that we face the bigger societal issue of the entire relationship of Education and Work. Mutuality reflects an interdependency which no one enjoys admitting. Mutuality asserts that both worlds have needs and both have much to offer each other. The goal of mutuality can be a guiding principle, a permeating spirit for ourselves as we "do" career education, and for our students who in turn can reflect mutuality with others. Since neither world exists in a bubble and since education is not a cocoon, we must subscribe neither to education for education's sake, nor to production for production's sake. Such mutuality confronts the relationship, the "in-between," the no man's land which is frontier for both. The future judgment of career education in my estimation will get down to this: Whether we bridge the Education-Work gap; not whether we perfected another educational technique. It seems to me that if we have this kind of vision, career education is not going to be just another one of those education programs that came down the road, rose to a certain amount of public attention, spent a few dollars, and then faded out of existence.

Examples are in order because mutuality is a very broad concept. Between that project at the University of Alabama and my present work at Birmingham-Southern College, I have been more aggressive in pursuing the two-way street of mutuality. In my opinion, this mutuality can take place in two ways: (1) mutuality in programming, and (2) mutuality in the classroom.

Mutuality and programming goes beyond educational issues and faces societal concerns. With that kind of an aggressive sense, we designed a program which the Kellogg Foundation liked. They were attracted by the aggressiveness of it, with the mutuality principle as the cornerstone. If it were not for the mutuality foundation, Kellogg probably would have said, "Ho-hum, another career education program!" But in this proposal the significant factor was the aggressive stance of mutuality.

The two worlds of Education and Work can achieve a measure of mutuality if the active programming takes place in both worlds--not just in education, not just in work, but in both. For activity taking place in college there could be a corresponding activity in the workplace and vice versa.

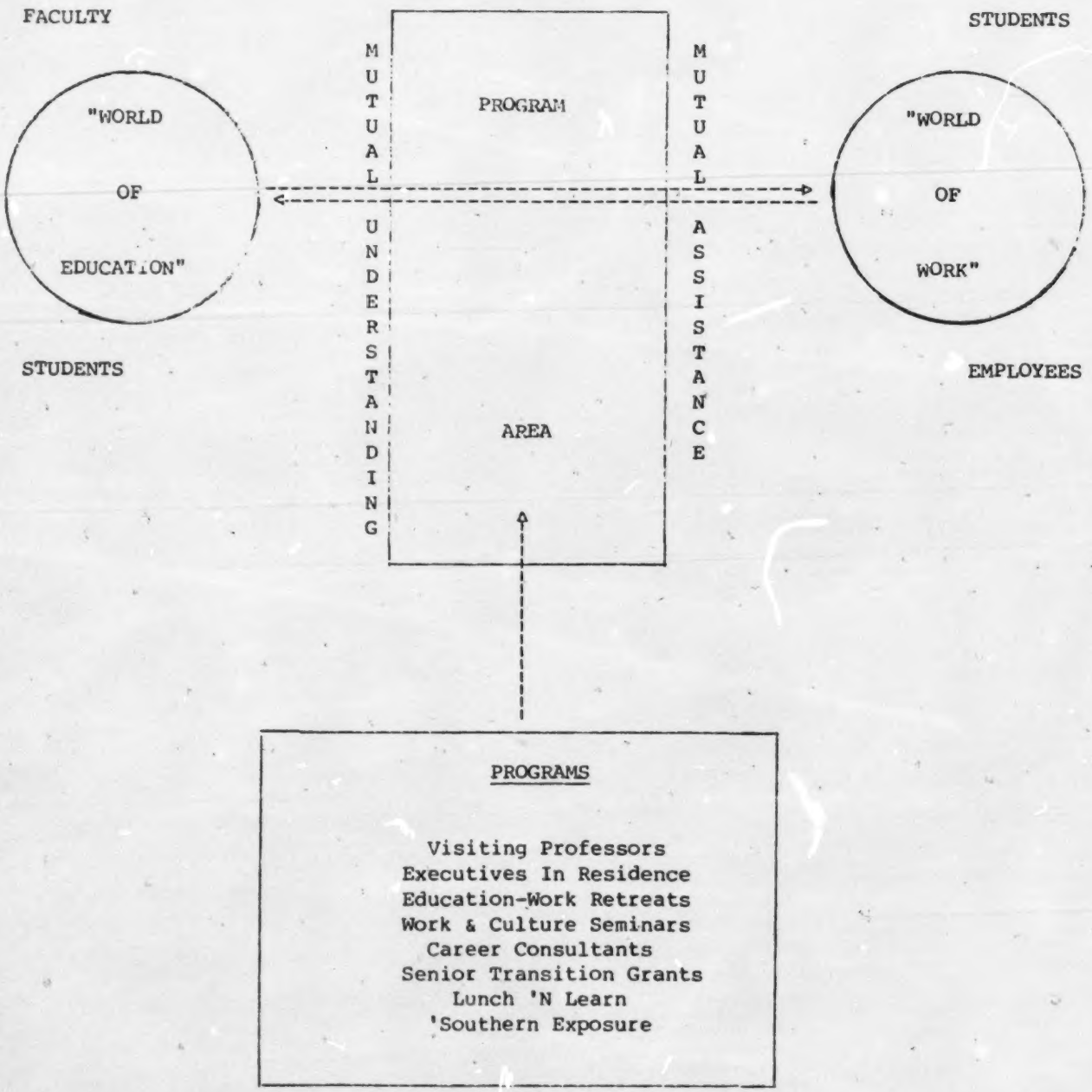
We are not about "just education", nor are we about "just jobs", but the programs are always both. We thereby push beyond the liberal-educational debate.

Programming in our Kellogg project is at two levels: (1) faculty and executives, and (2) students and employers. All programs are exchange type activities where persons from one world go to the other. This fosters mutual understanding, but does not stop there. It also sets the stage for mutual assistance. Understanding can be considered a "product" of the education world and "action" a product of the work world. By mutual programming the "thinkers" benefit from being with "doers", and the "doers", benefit from being with the "thinkers."

MUTUALITY

IN

PROGRAMMING



There are eight programs which are sub-parts of our Kellogg Project Work-Learn. Again mutuality demands that whatever we do in education, we complement it with something in the workplace. The first program is: Visiting Professors, where 70% of our faculty will take work in the Birmingham community. They go out, not only to learn about the world of work, but they go out to perform a direct service in that world. This set-up where working and learning are co-objectives puts our small liberal arts college on an equality basis with business, industry, labor, churches, government, and the professions. It does not allow any defensive or apologetic approaches to the working world. For example, a psychology professor worked in the Personnel Department of Sears Regional Office. We placed a history professor working for the City Council of Birmingham on some needed literature. Another history professor worked on a substandard housing project for an ecumenical ministry. A German professor worked at a classical music station programming and helping with news broadcasts. An art professor found meaningful work in the Birmingham Museum. A Political Science professor worked with the Democratic Party. An English professor worked at a management and marketing consultant firm. He wrote for them and taught writing to some of their executive clients.

Mutuality demands, however, that we do not just send out professors to companies, but we also bring in executives to the college. This is the Executives In Residence program. Local executives come to spend two weeks on our campus as a mini-sabbatical. Each has a faculty partner and a student partner. They attend daily two-hour seminar, and the rest of the time they work on an individually planned schedule with such activities as taking classes, teaching classes, doing research, working with our administrators, talking in groups with our students and faculty, or just reading in the library. The first group of Executives included five vice-presidency of local companies, a marketing manager, two personnel directors, a State Labor Council Officer, a State Supreme Court Justice, and Executive Directors of the City Council, the State Fair Authority, and the County Mental Health Association. In the seminars we talked about the issues and values that face us in both worlds. We discussed subjects such as the work ethic, underemployment, accountability and responsibility, the generalist versus the specialist, stereotyping, the skills of the liberal arts, value conflicts, social responsibility.

The Education-Work retreats concentrate and intensify the same experience of mutuality. Instead of a two-week residence, one and a half days in a nearby resort provides a context for the mutual discussion, understanding, and assistance. Six college personnel and six persons from one company or agency will be involved, provided benefits for both "thinkers" and "doers."

Another form is the Work and Culture Seminars--a monthly series of seven 2½ hour seminars for educators and executives designed to explore the cultural impact on the world of work. An initial presentation will be followed by a small group discussion and summation. Again, mutuality will be the key as the small groups are mixed in careful fashion for the benefit of both sets of participants.

In programming for students and employers the same principle is enforced; mutuality. If we ask the workplace to do something for our students, then we will do something for their employees. For the students there is a Career Consultant program where executives and workers in the community volunteer to come in to speak to classes, groups, clubs, etc. or to accept our students for career conversations in their offices, or to sponsor our students in a credit or non-credit internship.

For our students we also have Senior Transition Grants. They are mini grants of twenty-five dollars for every senior who needs assistance in taking the next career step. The money is available for such things as resume printing, postage, long distance telephoning, travel for an interview.

Again, with mutuality in mind we program not just for our students, but also for the community employees. In the Lunch 'N Learn program, our faculty will go out into the workplace cafeterias at lunchtime to talk about their subjects on a lunchtime conversational basis to gathered employees. Mutuality is also behind what we call 'Southern Exposure where people in the community can purchase a "Listener's Permit" for only ten dollars, allowing people to attend, on a space available basis, any class we offer at the college. Also part of 'Southern Exposure is the fact that our career skills workshops are open to employees of local business, government, industry and churches.

The entire Work-Learn Project is an example of mutuality in programming. For our purposes today, what is important is not the program itself, but the basic principle, the key rationale and the spirit behind all the planning, organizing, and the activity. Mutuality guides every programming step.

Mutuality in programming can compliment mutuality in the classroom. There is a "knowledge" dimension in almost every college class taught. But mutuality respects the fact that the world of work is not as interested in how much students know, but what they can do; more interested, for example, in cognitive process skills than in cognitive subject matter. Therefore, a "skill" dimension is involved in every classroom as well as the content knowledge. Mutuality also addresses "values" which are pursued in both worlds and are present in every classroom. Mutuality would suggest that instructors in every class deal with all three of these: knowledge, skills, and values. Teachers only do a partial job if only "knowledge" is consciously pursued. The same is true with an approach which fixates on "skills" only or "values" only. Mutuality challenges instructors and students to involve themselves in all three.

Again, some examples are in order. An art class concentrates on the skills dimension. It can become true career education if it goes beyond just the skills and also deals with some values of the past, values of the community, values of the student. An art history class, on the other hand, focuses on knowledge (facts, trends, causes, etc.). It would be a fuller experience and bring some mutuality if it also dealt with the working habits and skills of those artists and the values they fostered in the world. A marketing class already has direct application to employment, but if the instructor deals consciously with specific skills that are being practiced right in the class and includes discussions on the values that tie behind marketing, then a mutuality is brought about. A philosophy class is already value oriented.

It can add a career knowledge dimension very easily through comparisons of different schools of thought about "work" or it could add a skill dimension if it consciously brings up the evaluating, analysis, and synthesis skills that are being exercised right in that class. No need to change any curriculum or any course. It can de done in any classroom. A literature class which is basically content oriented could pass as a conscious dealing with the thematic and critical skills used in that class. The instructor could point out the work values of various charactors in the literature. Obviously, mutuality exists in any class when a guest speaker from the workplace is invited. This is a natural form of mutuality. In education classes, the knowledge and skills are already employment oriented. If instructors added a conscious value dimension to the subject being taught it becomes a true mutual experience and not narrow training. Professional school instructors in such disciplines as law, engineering, agriculture, medicine, communication, social work, have claimed: "We are already career educators; we are already doing what is necessary; we are already mutual." But they would be even more effective with some regular questions of values, thus avoiding misguided postures of the "scientific," "indifferent," or "valueless." Students are then provided a more rounded experience. There are many ways of infusing career education into already existing courses and curricula. In all cases, a spirit of mutuality with the world of work can be a guiding principle.

There is a phrase in the scriptures saying, "Thou shalt reap what thou hast sown." The author seems to be speaking of qualitative values. But if the author were pressured by the quantitative concerns and fixations of our age, he might have said something like this, "Thou shalt reap a little less than thou hast sown." The law of diminishing returns is what I would like to highlight in conclusion. If we sow only career education as it is often understood today, we will reap less than career education; we will be involved in those fruitless, liberal-vocational debates; we will arrive at some kind of mismash of vocational education, counseling, and guidance, basic skills, and poor job training. But if we sow the full societal concern for meaningful work, if we aim at the full Education-Work issue, if we act in the spirit of mutuality, we have a better chance of reaping genuine career education and we will waste a lot less energy in the process.

TITLE VI AND IX : IMPLICATIONS FOR HIGHER EDUCATION INSTITUTIONS

Barbara Caulfield

I would like to start out today by talking a bit about Title VI and IX in light of our own state laws which apply to higher education. I think that one of the things that happens is that people think that all of these laws impact each of us differently, whether we practice teaching at the university level or whether we practice teaching at the secondary education level or primary education level. The interesting thing, if you take a state law and Title VI and IX, is that the impact is the same. There is some difference in the way in which the cases are applied to the education institution but they really cover the same types of actions and the same people in the institutions.

The first thing that we will take a look at is exactly what kind of discrimination is prohibited. The first thing that I say to people is that all of us discriminate every day. Some of it is allowable discrimination by the law and some of it is not allowable by law. For instance, every time that I give a grade in my law class I discriminate as to how people perform on a test. I tell some people that they are "A" students and some people that they are "B" students and some of them are "C" students. In the classic definition of the word discriminate, that is discrimination. We are making selections, we are placing people in classes based on their level of knowledge and it is a type of discrimination. What the law has said to us now is that if discrimination, if the choices that an educator makes on behalf of the student is based on something other than knowledge or performance--based on what is called a sociological ascribed characteristic, then it is improper. That is if a grade would be based on someone's race or if access to a course is based on race, it is improper discrimination. That would be the clearest kind of discrimination. If we said that persons of certain ethnicity, national origin, or race could not be members of this course of this school, or take these types of courses, then we would be discriminating against that person because of their race or national origin by not letting them in those courses.

Now there are two types of discrimination that VI and IX talk about. The first kind is direct discrimination. That is if I as the administrator of the school said that I am going to have a quota and I am only going to let in ten percent women into this school. I put a quota on how many women can be admitted to that school, regardless of what their grades were, I would

just say that I am going to take the top ten percent of women and not admit the rest of the women even though I am admitting men into this school or into this education program who have lower grades than the women who are not admitted. If I say that, then I am making a decision on who is going to get into that school not based on someone's performance on tests that they may have taken, but simply on this 'ascribed characteristic"--sex. It is the way the person was born. It doesn't matter how talented they are, it doesn't matter if they are equally talented as other people who are coming to the school; I am not going to let them in just because of sex. That is clear violation of Title IX. It is discrimination that is prohibited because it used a characteristic that government has said is not one that is allowed under the constitution to be used against a person. A person cannot control what sex they are born, what race, what ethnicity, or what national origin. We can not control what age we are. It we want to go back to school or continue an educational program age is a process of life and has nothing to do with talent or the way that you can score on a test. So anything that fits under this ascribed characteristic category, if that is the basis for making the decision which keeps somebody out of a program or out of a course or gives them a different grade in a course, and it is based on race, or something like that, then it is impermissible discrimination and it is also illegal discrimination.

The second type of discrimination is indirect discrimination. I may not as an administrator of a school say that I am going to keep all women out because of sex. I am only going to take the top ten percent who score on this SAT test and let them in, but I would take men with lower scores and admit them to school. Instead of doing it that way, I am going to say that I wonder if all the women who are admitted to this school are really going to go out and practice. I figure that if they are married, they will have children and not practice; and so the rule that I am going to make is that women who have children I will not admit to law school. But single women or women who are married and don't have children, I will admit into law school anyway. When the Office of Civil Rights comes to visit this administrator, the administrator would say that he or she is really thinking about the best interest of the children. I am not discriminating against women, because look at the other women that I have let in; but they happen to be single or married without children. The Office of Civil Rights person would ask this question, "while that is not direct discrimination is it discrimination considering how many women are married and have children over 30 and all of those people are not going to be admitted to this law school?" So it is discrimination against women over 30 who are married because potentially a great number of those women will have children or will be in the process of having children, so you are just keeping out an older population and the reason you've given for discrimination is not sex. But when you look at the impact--that is who is affected by this rule, you see that it is mostly women who are over 30 or 25 are affected.

If you have a policy which you can show statistically, impacts a group that is protected by the law, then it is indirect discrimination. If we set a requirement for admission to the law school which said you have to have two years of engineering in order to go to law school. Let us assume, it doesn't have anything to do with the fact that you need an engineering background to be a lawyer. If you set an admission criteria up that had an impact on women or any one of these groups. That is most women do not

have this requirement for admission and you couldn't show that it is essential to have this requirement in order to participate in law; if the people who were complaining against it could show that it kept out a percentage of the women who on all the other bases would qualify for admission, then that would be indirect discrimination. The law requires us to look to see if indirect discrimination is going on when there is a rule or admission requirement or a requirement to get into a certain course that most women will not have, or most men will not have or most people with a certain ethnicity, sex, national origin, will not have as this is indirect discrimination. So there are two questions, is it direct discrimination or is it indirect discrimination? Let's face it, most direct discrimination is over, you don't see signs anywhere that say such-and-such a person need not apply here or for this art course, engineering course, business course, or law course. Those days are over. The days of paying attention to what is indirect discrimination are not over because those questions are still coming up.

Let's talk now about what groups are covered. The state law goes even a step further than the federal law in Title VI and IX. The state law says even if something is fair in form but discriminatory in operation, it is forbidden by the state law. The state law specifically talks about discriminatory impact of any practice, policy administrative rule or teacher's actions for any school in Oregon. If what the teacher is doing is fair in form but you can show that it has an impact on people who are protected by the law, that is unfair and discriminatory. It can be fair in form but still be discriminatory in operation and a violation of the state law. Fair in form and discriminatory in operation is forbidden by our state law. Those are things to think about with discrimination.

When I say the federal law and the state law, let me give you some numbers so you will be familiar and understand some of the coverages. Title VI is part of the Civil Rights Act of 1964. Essentially Title VI says that an institution may not discriminate, direct or indirect on the basis of race, national origin, or ethnicity against a student. What kinds of things are covered? A school, because of the Civil Rights Act of 1964, may not discriminate in admitting people to programs, giving people financial aid once they have been admitted to the school, allowing access to a course in any system of grading, in any system of extracurricular activities, in any job placement activities. Believe me when I say that the coverage of this law is so broad that anything that goes on on a campus or high school, or primary school in Oregon is covered by one of these laws. If it is something that a school system is doing--any benefit, aid, service, education--it is hard to think of something that is not covered. Extracurricular events are covered, cheerleading squads are covered. If it is a private, religious school, then we have a different situation. But if the school is covered, any of the events that go on as part of that educational institution are going to be covered by either state or federal law.

QUESTION: Does that apply only if the school received federal money? No. The state law says that if you get state money, you have to comply with our state laws. But if the school receives state education funds, any federal education dollars at all, it would be covered by the federal and state laws. Even if the institution says that they only get state money and no federal money the same rules apply because, since we have had the passage of 659.150

Oregon Revised Statutes, we have the same coverage as the federal law. The remedy is different. The remedy is that if you are found in non-compliance with state law instead of losing federal money you lose state money--now for most institutions in the state that would even be worse than losing federal money. Anything that we teach or learn about VI or IX or Title VII, Teacher Employer Laws, is applicable under our state law and is probably a greater remedy allowed because it is state funds.

QUESTION: What kind of discrimination is prohibited? What is the ascribed characteristic that the law says we can no longer use as a base for decisions? If the only reason we have a certain program requirement or the only impact that it has is a negative impact on these groups, then it is either direct or indirect discrimination. The groups that are covered are several. The names of laws are not important, but what the discrimination is prohibiting is important. There are seven categories that are covered by all the laws on the books that affect educational institutions.

FIRST, one is age. This comes from our state law (659.150) that in Oregon an educational institution no matter what grade (K-higher education) may not discriminate in benefits, programs, access, etc., because a person is of a certain age. That means that we can not have an age limit when we admit people into law school. Can we have a minimum age that a person has to be to get into school? I think that is reasonable and would be upheld if tested. We have to have a level of knowledge that has to correspond most of the time with a certain chronological age. The days of upper limits to get into schools is gone. This is an impact on high school level. Can you say that a person over 25 can't come back to a public high school in Oregon? If somebody wants to come back, and is over 25, to get their high school degree, maybe they don't want to do an equivalency program for whatever reasons they have; if they want back into that school, they have a right to go.

SECOND, handicapped. Physical handicap can no longer be a reason to keep someone out of an educational program in Oregon. Two places we find that. First in the state law (659.150) you will see no discrimination based on handicap. We have to have access to all of our programs. If we have a program on the fourth floor of a building and that is the only place we offer the program and if people who are in wheelchairs cannot get up there, then we are not in compliance with the law. You have to move the program or adapt the building to make the program accessible. Whatever I say about a course is true about any service that schools offer also. Anything that goes on that we sponsor as an institution, whatever kind of educational institution, it has to be accessible. Now there are going to be rules on how fast we have to make the courses accessible. But the problem is that the first person that comes up to you and says that I can't get in that office, you have to make special arrangements so that person can get that benefit, aid or service. You don't have to build the elevators, you don't have to make it physically accessible right now, but you have to take one of your staff, or one of your teachers, or move your course so that person can get that program. You have to make some alternatives so that particular student at this particular time is not discriminated against for the handicap.

THREE, national origin. I think this one is obvious in the sense that we are talking about the ascribed characteristic or a person of a certain

ethnicity and that we cannot keep people out of courses because they do not have a certain ethnicity, or racial characteristic, or national origin. We cannot have Italian for Italians only. We have to have Italian for people who speak at a certain level. We have to set up levels of speaking ability for a requirement for courses, but we cannot have Italian for Italians only. You cannot discriminate against someone because of his national origin. The same is true for any specialized group.

(NOTE: Because of time constraints the remaining points were identified and covered through a question and answer period.)

FOUR, race.

FIVE, marital status.

SIX, religion.

SEVEN, sex.

Another topic is the potential liability of persons who are working in schools. What I'm concerned with is the professional liability for teachers, educators and administrators for disadvantaging some one in one of these categories--for denying them the benefit, service or differentially grading, based on race or sex--because right now we are personally liable for these civil rights violations. Remember the case of Wood vs. Stricland. It was a case where the question of a school board (individual member of a school board) being held liable for violating the civil rights of a student was considered. All of these laws that we are talking about are civil rights laws for students except now they cover more things. A person who is an administrator of an institution who makes a policy which turns out to be discriminatory against persons, and it doesn't matter what part of the administration they work in, any one from the president of the university to the director of a department or program or business office, they, like a school board member, could be prosecuted and liable.

QUESTION: What are the requirements? First you need the law. Second, you need to know that you violated the law. That does not mean that you have to intentionally say to yourself, "Boy, am I going to get those students who are in this category?" It doesn't mean that you have to have malice towards the people whom the policy is affecting, but you need to know what you are doing and go ahead and write the policy or program. You don't have to say I hate those students. Malice under the law is something different from knowledge of the law. If a person has knowledge and they make a policy and it turns up in courts as having violated a civil rights law, they could be personally liable for damages suffered by the student or students. There had not been a case yet that has held a teacher responsible. It may be hard to prove that someone knew the law because it is so complicated.

In Title IX since we have regulations that clearly set forth the issues and most people have been to training sessions on these regulations or have read these regulations or have the advice of a legal counselor about what those regulations mean, then lack of knowledge is something you cannot use as a defense. The law may seem complicated, but it is not just seeming complicated that counts. It's whether a court thinks it's so complicated that persons would not be able to know what their responsibilities under the law are. It is a different defense than saying that you just did not know what the law was.

We are assumed to have knowledge (if we are educators) of IX and VI because we work with it every day. This is a new area of potential complaint against all of us working in the education profession.

HOW IN THE WORLD CAN WE DO ALL OF THIS?

Elizabeth Koontz

It's interesting that my work now is involved with the kinds of things that I talked about as a teacher, and I'm glad that I haven't had to change my position. It has been modified by external factors, as all of our positions have, in terms of the times. Now I work with the State Department of Public Instruction with the major responsibility for evaluating the teacher education programs of 43 institutions--16 of those are public and the others are private. One of the problems is do we need 43 institutions training teachers--which means that the controls are in different places and there is a great deal of, shall we say, orchestrating and persuading when one does not have the legal clout. It also places one in a position of being on the cutting edge, because we are spending full time looking at teacher education--what it should be, where it should be going, where it's going now, and where it might not need to go. Then to persuade higher education people who are not concerned about reduction in force (of faculty) on campuses, seeing the means of making their livelihood interrupted, the incidence of unemployment among Ph.D's increasing steadily, one wonders how in the world can we do all of this!

It perhaps becomes more a matter of looking at the historic role of education. Our country expects education to be everything to all people; and we've sold education as "the way to --" whatever one wanted, education was the way. In many instances we've over sold higher education even for the elite. We have now the greatest opportunity ever to look at some new "publics" and to extend college to the general society that may not use it for professional advancement but for the general education aspects and who will be better citizens for having been exposed to what post secondary and college can offer. These "new publics" are people who will make our political, social, economic and educational decisions, who have no understanding of what you or the sociologists know and understand; who will make such decisions as people must make about their own lives, their communities! You, the psychologists have a great deal to offer. There are people existing in these troubled times who have emotional disturbances and difficulties. We've not made it convenient for people to admit they have these problems and they need you. They need a great deal of what we have to offer in higher education. It if's not offered and the need remains, then it will be left public schools to find a way of supplying the need.

The alternative is let's persuade higher education to initiate the step instead of having it forced on us. What I'm talking about is leadership. Leadership that we have an opportunity to exert now with an attitude toward acceptance that may not have been there eight or ten years ago. What we are confronted with, however, is faculties that are in effect pulling towards themselves and protecting their parts. Everyone does this. If Craig Phillips tells me when I get back that he is going to have to cut one of those assistant superintendents, don't you think I'm going to get ready and show him why he needs me more than he needs all the others? We do this as humans. This is protection; but I think that we have available to us a way of taking care of self, income, livelihood, etc. in a way that does not make us come out looking like Mickey Mouse players. Inflating grades, which is under scrutiny now, instituting courses that meet no real need, stressing the unimportant, and hanging on to that which is entirely obsolete are reactions we need not take.

I think we can look at a large number of people who have felt isolated from the campus, who have never set foot on campus, who wouldn't come if you invited them except that there was something they expressly wanted or needed. Now, I know that Oregonians are different from everybody else as North Carolinaians are, and you'll probably say it really doesn't apply to you. But there <u>is</u> a snobbery about higher education in most of our states. And although we may come from those same less well educated sources and roots; and part of our families are still a part of them, there's a snobbery about whom we will "allow in"--that is, "in" to the territory of the "ivory tower"--and we use the cliche of not wanting to lower standards as our reason. We don't have to lower standards. But when we compel a citizen who wants to know something about a specific area to pay full college tuition and to come during the day when that citizen must make a living at a job during the day, I don't think we're being very considerate. You see we already have extension and field based programs. We already have the "University at So and So" for inservice teachers. There is no reason we can't make these other adjustments. But we have to make the adjustments on a personal basis. We have to use that kind of vision.

But first of all, we will have to care. Then we will get to know some people that we haven't known very well. And it may be as it was in the '60's when people just didn't dare approach blacks because they weren't sure what the attitude might be--whether this is one of those that wants to shoot you or whether this is one that wants to be involved with you. There was some reluctance about approaching any black person. Thus, it becomes "them and us." We might have <u>created</u> the situation; and yet among us, there are people who are very comfortable assuming the role of the intercessor--intermediary-- not mediator-intermediary, if we are of a mind to explore. You see I'm talking about a group of people that have been isolated to whom you must make an approach.

I heard Hester Turner, of Oregon Campfire Girls, speak about seven years ago, and Hester did a thing with hats that some of you might remember. It was very, very interesting. I often think about her. I mention <u>her</u> because when you are talking about sex role stereotyping, you're talking about the several different kinds of roles that people have been awarded and assigned; or that people have accepted or taken on for themselves. Although Hester was indicating there are several different roles, not necessarily sex roles, when you think

about this whole business, you can think of yourself and think of the many different "hats" you're wearing right now. Think about the "hats" you have worn that were different--starting with your earliest years, as a child, female child, male child. Think about those hats in terms of the role you were playing. Whether it was wheedling your way through your father's pockets or your mother's purse, think of it in terms of whether you were playing the role of a dependent, using tears to get your way, or whether you were playing the heavy using bullishness to get your way. Were you a Little Leaguer? Were you active? Were you --? Then move on into adulthood and think of the simultaneous multiple roles: the role as a marriage partner (if you are married) and the role at the same time of a worker or an employed person; the role of a community citizen, a participant, as a professional volunteer. And then think of it after children came--when you were an employed person, an adult, a partner, a community citizen and a parent. Then give eighteen years and the children were grown, you were no longer in your favorite role of "parent" with all the responsibilities. You had the title then, and as needed you had the role--that is "when Johnny came running home again," you know, "hooray," but it wasn't that. It was "Pop, can you let me have a couple a hundred dollars," or "Mom, can you . . .," you know. So the roles changed. Then during another time, as we begin to think about retirement and the grandchildren are here, even the role as an adult parent in the family has changed. And along with that there's still that role as an employed person who may not now be in the role of an instructor but an administrator. And consequently, there has been a development even in that.

Well think about that when we are talking about sex role stereotyping because there has been an assumption that some people are the same throughout their lives--especially women--and we know better. It is most evident as we think about people who were in school who have either succeeded in spite of our predictions or who have failed in spite of the predictions. And it rather goes this way, "Well, son of a gun, I never would have thought that he would be so and so." (You know the class yearbook, one most likely to succeed). "Well, I never thought she was the kind . . ." You finish it. All of this suggests that in a way we have our own stereotyped views about other people. But when we base sterectypes on the sex and assign that sex certain roles, we have set certain expectations and to a great extent limited people's opportunities because of them. We are into the realm that is most directly involved with career education. There is an assumption, as I said, that people will remain the same during a lifetime. Where it pertains to men, there is an assumption that all men will work. They will be ambitious; they will track for higher levels of jobs; and that's a fact. In a measure we force upon men, then, a certain kind of behavior because of those expectations, whether they want it or not.

Consequently, it was difficult for us in the '60's to see young people do what we call drop out. Kids from the best of families took off. You heard it said, "But I worked hard to build this business, got a job all laid out for you, used up all my brownie points getting this one." And they say, "Yeah Pop, but I don't want it." "What do you mean you don't want it?" You're not going to hang around me," he said. "No, Pop I'm not." "Well, where are you going?" "I don't know." We couldn't understand that. They were breaking the stereotype. The fact that they might have changed their thinking and come back to it later is insignificant. The important thing is that they recognized they were being channeled. All the decisions about their lives, they felt,

were being made by society that really did not care for them. Society was more concerned about their conforming. The society did not pay any attention to what the individual may have wanted, because it never allowed the individual to say; it was "preordained." From day one, the football suit was standing there in the corner of the nursery when the baby came home from the hospital --preordained. Why wasn't there a violin? "No son of mine is going to play a violin." But we pay to hear people play violins and guitars. Of course we have some little questions about their gestures. Took about twenty-five years for us to figure out that some of those big brutes playing as professional athletes were also gesturing. There was a time if a man wasn't married he was called "a gay old blade", except if he walked funny. Now we hesitate to say "gay old blade". So it was preordained. And the little girl? From day one, the dolls were there. As a matter of fact, there was a plan for a doll-a-year so she would have a collection when she got married to pass on to her children. It was preordained. No football, no baseball, no basketball for her; maybe tennis, maybe a horse, but not much! A bride's book was probably "more natural." And when she dropped out in the '60's, the whole world and the earth came crashing because everybody knew "what happened to girls" who were not under their mother's and father's protection or their husband's. You see it was preordained that the little girl would always have a male protector. Therefore, it was not ordained that she would work, that she would be ambitious, or that there would be any expectations. It was quite alright if she became whatever they could mold her into. And we didn't like that picture very much when we realized that this is what was done. But if we examined it, then we were more nearly able to realize that all of society had been responsible--for good to bad.

When people ask me "How did you get where you are?" I say where do you think I am; that's first. You see there is a perception about where I am. And the question that I think needs to be asked is, "Do you have the same power in your structure as all the male assistant superintendents?" And in my case, I say more than some, not as much as others; because some control a lot of money and they get hurt a little bit before me. Now naturally speaking, I ought to be the one feeling hurt because I don't have any money. But you see, when we have to answer to the federal government, when you have to make an accounting "for all that--whatever that is--,"or have to try to get it, that gains for one priority status. So, therefore, if you're talking about access as being power, I don't have any problem with access; I can always get in to see the Chief. If you're talking about position, vertically, I'm at the same level. So I don't know whether or not power is a good way of qualifying. If you ask me if I'm pleased with where I am and the ability to get things done, I say "yes--but compared with what?" However, if I were doing the job and not getting the position or the authority or the power as some other males were, then I would tell you I'm very unhappy because here is a pure case of discrimination on the basis of the shape of my skin, not the color.

Now if you think about this, we might need to examine some other kinds of stereotypes that exist in people's minds. One of those might be whether or not I'm "going to stick", as a female. That's one thing we always have to contend with. "You don't offer secretaries advanced training because they're not going to stick." What's the record? Thirty-nine years, trained every superintendent who came through; every assistant superintendent; every junior executive who came through; but we are worrying about their "sticking." The reason for this myopia is that we know one who stayed only six months, married

the boss's son and quit--generalizing about the "ones", but not remembering the young man who came in and quit after three months because he got a better offer and everybody's saying "That's right; that's good; that opportunity; and you are supposed to take advantage of it." But when you describe women, it's that "they don't stick." You see, that is what sex role stereotyping is all about, the kinds of generalizations we make about one category or one sex or another.

But there are some realities that have to be dealt with, and one of those is that a female will wear several hats during a lifetime and will wear two or three of those hats at the same time. There is another--that nine out of ten girls will work at some point during their lifetime. We act as it it's one out of ten who will work! But it's nine out of ten who will work at some time during their lifetime. Many of them will work immediately after high school or immediately after college or after two years of training. Some of them will work while their husbands get their degrees (as they have been taught is a proper thing to do). They are now learning that it is profitable for them to work while both of them get their degrees mainly because they are left behind while husbands study. One of the causes for the divorce, even when it is happy (stated by men, not by women), is that their wives "have not kept up." They have all of a sudden become "only parents to the children" or "have become home centered," and "they are no longer compatable." And wife is sitting there saying, "But I worked to put him through school." And he says "All that being equal, I was grateful; but now my human impulses say that my life with you is not good and is now intolerable; plus you have gotten to be 46-36-46 and I want another 36-22-36." Reality.

Now if we understand that human nature takes over, then we will stop what we're doing to girls today. "If you will love, honor, obey, support, be a good mother, and say God will take care of you, everything will be all right and you can count on a lifetime of marriage and being protected and cared for." But that's no longer true. The rate of divorce among people married twenty-five years and over has risen dramatically; and if it hasn't hit the West Coast, don't worry it will. It has to do with many different kinds of things. It has to do with the woman who's married twenty-eight years and is sitting there asking now "What did I do wrong?"--continuing the pattern that if the marriage breaks up, it's the woman's fault. Now there's a reason for her guilt feeling. All those books that were being distributed (and I got one) said "This is intimate talk for the about-to-be-married." They talked about things you weren't supposed to know about unless you were married--another supposition! Well, all those books said practically the same thing as they ran down a list. They said the male and female animals are different, the male needs variety and will sometimes stray, but pay that no attention; just have a loving home and be loving and be sexual and supply his needs, and everything will come out all right! Now they should have changed that to "philandering" on the part of some because it gave a license. On the other hand, it also caused something to happen in the training of boys. If this is the role that men are supposed to play, then boys got the idea that it's okay to "sow wild oats." Except nobody said whom you were supposed to sow them on! So-o-o, they sowed them on some "nice" girls and some "bad" girls and some "in-between" girls. Seriously, you can see the contradiction: boys are supposed to, girls are not; yet we won't legalize prostitution. Now what's supposed to happen?--exactly what did happen. A lot of girls had to

go off and stay with "Aunt Mary." But the whole issue is that we made this expected behavior, and there were a lot of boys who didn't know how to even approach the "behavior", so they had to lie about it. They lied about it to such an extent that if what they said had been true, they'd be stretched out on a hospital cot!

But we did that; and when it came into the school room, we applied different kinds of behaviors. We required different kinds of behavior and we assessed the manhood of boys according to the kinds of things they got into. Now this represented the dichotomy of all dichotomies. Here I am, a fifth-grade teacher and here's a little fellow who is nine, ten, eleven, twelve going-on-fifty. The treatment by the principal when he is caught, shall we say, "in a little problem" with a fifth grade girl (like crawling along the floor to look under dresses, like putting his hands where he has no business, and being caught) is being taken in and told, "Now son, I know that you like little girls, and we all do, but you must not do that in school." What's that saying to him? It's saying "Son, your behavior is fine because that is what good boys are supposed to be about; but since you got caught here in school, just don't let it happen in school"--no punishment, little counseling. The little girl who puts on that little tight skirt and goes swishing down the hall and flirting with all the boys is called in and told "You're going to be in trouble before you get to the eighth grade!" Yet that is all she's got going for her; that's the role. You're supposed to entice; you're supposed to flirt--up to a point. But the boys are told they are supposed to--so when she flirts up to a point, they think they are supposed to; and they have been taught she wants them too. You see there's that other difference that girls say "no" when they mean "yes". This is another part of sex role stereotyping. Why not talk about it in terms of physiology. Why not talk about it in terms of what is it--biology--and get the sex business out of it in terms of male and female because it's both. And now we'll argue--"yes, boys are more easily stimulated than girls"--granted; but we've never allowed any discussion about what stimulates anybody. Consequently, we're learning that some folk can look at certain garments and things and they're stimulated. And at one time, we said if that happens to males, they're going to rape somebody! Now we're finding out that they're not usually the ones who rape--it's those others! (The answer might be to buy-them-some-of-whatever-it-is-they-like-to-look-at.) But we've done all of this! And all of that is a piece of the issue. When we think about it, it would be hilarious if so many people weren't hurt by all of this; yet that's what we've grown up with. So if nine out of ten girls are going to work during their lifetimes, why are we continuing to train them and to teach them as if their ambition ought to be snag the best looking, the best formed, richest guy available; and if he's not available here, save up your money and go where he is, when all the other we know is likely to happen?

In spite of what we like to think about, we do have families in poverty. For a while it was quite fashionable to say "Well, you know it was a good thing I didn't know we were living in poverty when I was growing up." I could have said that too, but the fact is that there were mainly two classes of people: those that had and those that didn't. And those that didn't had children. We knew rich families in town. But you see, everybody else didn't have a television set. It was possible to raise your chickens in your backyard

and have a garden. We didn't have all these apartments that don't allow people much space to raise anything to make themselves go. We also hear, "Well, my family never asked anybody for anything." No, but we had a house; we had a plot of land! Think of living in the inner city without a plot of land, having to pay for everything you get and not having a job that affords it. Then you might have to make some different kinds of choices. You say, yes, you'd move. How? How are you going to move? They require a down payment even to move your junk across town and that's cash, up front. What do you do? You borrow. You don't have credit because you don't own anything. No credit, no money, no move--until later!

There are lots of things that keep people from doing what we normally thought they could do "to make it" simply because we could make it "back there" this way. Then we started thinking: What are the obstacles that prevent people from making it even when they want to? I think the first is probably <u>experience in making it</u>. How about what you are doing for your children to make it easier for them so that they won't have it as tough as you had? They are now less well equipped to make it than you were. Yet you are doing it to them in the name of "I don't want them to have to go through what I did." Why? Let them! They need that experience to build confidence, too. Well, now, those girls; those girls; those sweet darlings, dressed in pink need to be able to care for themselves because four out of nine families in poverty are headed by a woman alone. This is a recent phenomenon. There used to be the "widow lady down the street who had the children," and she was unusual, everybody helped her. But we're talking about millions of people now in poverty. Now that's four out of nine females-headed-households in poverty, generally if they're minorities, it's likelier to be six out of nine. We're talking about those girls who started out believing they "were not going to be one of those." (Some of the people in poverty requiring public assistance today are college educated women, some of whom <u>never</u> practiced what they learned nor used the credential after college in belief that with this guy, as mama said, <u>if</u> they put all their energy into it and <u>really hooked him</u>, they had it made. Four years and three babies later, they found out what mama said didn't work. "Have a baby and you can hold a husband" it won't always work. They walk out on wives <u>and</u> babies. Sometimes it's just <u>too much</u> to handle especially when the young man didn't want to get into it in the first place! But--he got pressured--didn't know how not too. Just now we're worried a lot about young people who are living together. I'm less worried about their living together than I am their being pressured into marriage, having children and breaking up a year or two years later. The children are a residue when neither is prepared for that kind of life responsibility. I'm more concerned about that. You deal with the other part out of your morality and I'll deal with it out of my morality. I'm not God and I can't figure what's right for everybody; and as an answerable individual, I don't answer for all of you. Everybody seems to know it, but we don't know how to get almost to the church and say "It's a mistake. I renege; I back out." (Probably because mothers wait for weddings as the payoff for having reared a family and for getting back presents for those they have been giving all those years.) The wedding is a time much more important to the mother than it is to the daughter. Who's invited?--Daughter's friends?--No! After all, who's to give the gifts? Parent's friends! Show off what mother was able to do and it says "my daughter was desirable", therefore, mother gets brownie points for having given birth. Has she really? She thinks so and would probably think "Such a pity about you. You don't have any children." Oh yes! We do have that snobbery!

If we thought about it, we'd look at those young women we're training in high school as we're sending all of them through business education courses. That's a nice place to drop all the young ladies, especially when we have people who don't want to be bothered with them in mechanical drawing, drafting, industrial arts, or auto mechanics; or when we have people who think "that's not a proper role for the women in my life." This is probably the greatest pitfall you have to watch for. That people begin to equate what other peoples' opportunities ought to be based on their own personal preferences. "I don't want my spouse to do that kind of work," therefore, no people like my spouse ought to be doing that. I always tell the story of Big Kate because it shows so dramatically what we get into when we generalize about a group. And there's always a Big Kate around, so it's a symbolic figure as well as a real one. There was a case in which a women who was quite large and tall in stature applied for a job traditionally awarded to men; so the company hadn't encountered her as a problem before. Women had known they weren't supposed to want the job and they never tried for it. Big Kate said "No, I want it; it pays more." She tried for it and <u>they</u> said "no." She did all the things she was supposed to do and then she went the legal route. She went into the court and the lawyer for the company said "Your honor, this work is just too hard for a woman. The company feels obligated not to let her put that herself, a woman; it's just too hard for her." Her lawyer was saying she had the right to decide. "If she doesn't work out, then under the law you can fire her because she's not doing her job. But it's against the law to prevent her being able to apply or having access!" An equal opportunity! When the arguments were almost concluded, the old judge was leaning to the side of those who were saying that shouldn't be. Then Big Kate stepped up and said, "Judge, I'd like to say something for myself", and reached back, grabbed both of those lawyers by their belts and lifted them up off the floor and said, "Judge, do you think I can do that job." She won the case and got the job. That was a real case! But what we're really saying you see if that we were dealing with a classification of female which had been then assigned to lessor roles requiring strength.

I went to the Ford plant in Detroit to see for myself before deciding if I could stand publicly behind women's right to do any jobs in that industry. I walked in and looked for the heaviest kinds of work being done, where they were moving those big pieces on boxes. I found that men weren't <u>lifting</u> those boxes. They have big equipment running along the ceiling. These claws were scooping under the box, lifting it and carrying it on over my head, while the guys were standing there against the wall. I saw the smaller boxes and I heard a guy from one end yell, "Jim get over here and help me with this thing." He was standing there with his hands in his pockets waiting for Jim to come help him push this box over onto the dolley. So when I saw that, I decided that very few jobs are "unmechanized." The people doing the hardest work were women walking around pushing those carts with a broom and dust pan. They said women couldn't drive the trucks around in there because "it was dangerous!" I said, "Dangerous to whom?"

So you see things have changed, but we have kept our stereotypes in place. Eighty percent of the women are working in service industries. When you think about it, less than five percent are managerial and administrative

type jobs in the professions. Then when the big category of thirty-four to thirty-five percent, which is teachers and nurses (and they are not even the administrative types), we've got to take another look. So we're talking about people as operatives in manufacturing; talking about people who sew in the garment industry; talking about clericals; talking about household employees; talking about cooks and waitresses; and all those pink collar and blue collar working women--eighty percent of all the women working are in that category of service workers. And guess what they are paid! Remember, they're not the managers, even in those female intensive industries--which means they don't even have that upward mobility. Now let's take that group and look at them and look at our professions--what we represent--educators; then look at the number of women administrators, you will see it in the raw! We ought to be starting at home with ourselves. It takes on the average three times as long for a woman with a Ph.D. to become a full professor as it does a man. Why? Because somebody's got a notion that most folk won't work under a woman. Why? "Maybe there is something about the way women walk, act, sit, talk or something else?" No, it had more to do with that stereotyping and old theory of management. The man is supposed "to give the orders." That is the way our life is organized and socialized. It is based on that cliche "Man is the wage earner and the one who pays the piper calls the tune." Then what happens if you let a woman obtain the power position or get into that pay range. Is she going to call the tune? Not necessarily. It depends on whether or not she's a good administrator or a good manager. A manager today who is surviving out of raw power is in trouble in the first place, male or female. If that person hasn't learned something about organizational development or management, that person is in trouble.

Corporations and businesses have learned, to the tune of about $3,000 each manager that there's something called humanness in work, in the work force; and they're sending their managers off for training in human relations. These are the same persons whom they trained to use raw power with expressions like "your quota this month is twenty percent increase; shape up or ship out." Now they're saying "Joe, what's a reasonable increase out there? You're a real asset; you seem to have some trouble with the family? Hope it goes well." Recognizing that the company demands and pressures were causing a break-up in families and runaway husbands, the insurance company wouldn't tell me how many runaway husbands there are! Neither would the company itself. Why? It would start a panic. But recently we've been hearing about it and it's being written about. So now the training is "Don't move out there in suburbia and build a big house thinking you'll be in the high society because you're not going to associate with the boss; taking this job does not mean that you are on the social level with the boss's wife, so never mind letting your wife go into debt with all those formal dresses, she isn't going to get invited out that often. She's going to be stuck out there in suburbia where she's going to have to do most of that work herself. So now what are they advising? They tell me they are advising young workers to come and live modestly, nearer where they work because the family as a unit now is the main concern; because there is increased productivity when there is less concern about how the family is doing. Isn't that a switch?

What does it mean? It says that the woman will take care of the screens, the lawn mowing, and the plumbing, so we'd better train her in high school

to know something about it, do some of those things herself, and not get gypped when she must hire someone to do it. Women are the biggest chauffeurs in the country, including those paid for chauffeuring! They chauffeur children and husbands. Yet they are the ones we don't teach much about automobiles. I used to say when I first got married that if something went wrong with the car, I'd get out, park it and call Harry. Well, I don't know whether I'll get out and park it or not because the car might not be there when I get back. That's the first thing. Secondly, I'd be scared to get out and walk now. So you see, I've changed that completely. What I'll do is sit there, in prayer, with all the doors locked until a policeman comes by and not even take help from somebody who stops if he doesn't have the right look. Now the "look" is a middle-aged man in a car with his middle-aged woman and four children! Well, it just tells you that there's a change taking place. The real change though is that I am in a job which requires my driving alone of times at night or to cost the Department a great deal more by my having to stay overnight every time I'm through with a conference at 5 o'clock in the evening. You must understand though that this was the argument used against having women in big commission sales. Women don't sell the big things that you get big money for; they sell the little ones. The reason given is that women can't drive around the country by themselves. Nobody has examined recently how much driving women do. A 64-year-old neighbor or mine just left Miami Beach, Florida driving alone and was home in two days. Her husband was sitting there telling her not to drive at night; start early in the morning and pull in at night. She said "yes, honey" and got up early and drove during the day and drove part of the night and drove off the road when she got ready. Well, wouldn't you think that after she had done that five or six times he ought to quit worrying? No, it doesn't necessarily, but it does say that women are heartier than we thought.

Now how are you going to provide knowledge and training for those young people, our perspective teachers, about all of this? <u>You won't be able to train them about any of it until you learn it yourself</u>. And number one is examine your own sex role stereotypes, honestly. And that says that somebody in the Consortium or the staff or somebody will have to provide for you an extensive checklist that helps you to rate yourself. If you really want to do a good job in career education you won't cheat. First of all, you'll have to divide up into the over 40 and under 40. You simply ask the question. It doesn't make one bit of difference. There are some young guys of 28 who have more sex biases than anybody I know. Some of those guys at 50, have found out what it would have been like without a working wife to help do what they wanted for their family. They don't have too much problem with that--"Yes, my wife worked and she did the hard work; and as soon as we got most of the payments made, we agreed that if she wanted to she could stop; but any time she wants to go back to work that's her money." A lot of men are caught up in "how do I explain to my neighbors that my wife is going back to work without their thinking we're almost bankrupt?" Well maybe the answer is the same: How does one explain to them (when everybody really knows it but you haven't admitted it) that the wife is an alcholic because she's bored to death--there's nothing to do. There are more alcholic women than we want to admit and they aren't all street women drinking with the boys to whom they are selling favors. They are also wives of quite respective people. As I think about the contributions that Betty Ford has made to our society, I dare say that among all the First

Ladies, she might have been the one who has made the greatest contribution by having the "guts", as a public figure, to admit or to share what she has endured during her time as a public figure. There are many such women who "have come out of the closet", not as it relates to sexual preference, but about the kinds of things that they have felt all this time.

The danger that we've run all these years is that women were transferring to their children certain attitudes and feelings that were in contradiction to what they were telling spouses and family; and children knew the difference. When mama and papa put on a face after he had beaten the dickens out of her the night before, children knew that mama was lying when she said "I can't come over today. I did something foolish--I made a miss step and I fell out the back door." Four steps and she's bruised all over? Possibly. But everybody knew, and some wondered why she stayed. Others knew why she stayed. They knew she stayed because that's what women were supposed to do; because husbands beat wives when they were under pressures. I say one way to relieve a man of the pressures he suffers is to have a working wife so be can tell the boss where to go when the boss humiliates him. Then he knows that the bills are going to be paid. There's many a man with ulcers today; there's many a man who has taken to the bottle and to all kinds of pills because he's in the position that he says to himself, "If I just didn't have a wife and those kids, I'd tell my boss where to go!" Why? Because he's being treated less than a person. Ordering a grown man about like he's a boy; subjecting him to all kinds of indignities that no human being ought to suffer and forcing him to make excuses since he can't admit that this is something that he ought not to take are humiliating to the victim. Now women have had the same situation. But for them it was different when they had husbands bearing most of the expense. The conversation might go like this, "I don't have to take this; I quit." "Honey, what are you doing home?" "I quit." "Why?" "Do you know what they wanted me to do?" "Yes, Honey; that's all right. That income wasn't doing much anyway." But when the income begins to be that large portion of what the family depends on, then there's a weight on both. So we tell young people not to go into debt about the extent of the lesser of the two salaries. Then you can quit the degrading job. What we're really saying is that you can usually maintain your integrity if economic conditions permits.

Well, there's a lot more to be said and I've said a lot more than I intended. There's a lot that I haven't said that needs to be discussed further. But the big issue facing us is, with a nutrition policy probably expected at federal and state levels, teachers will need a great deal more training to help people learn how to maintain their own health through food. Why? Because boys and girls at seventeen or eighteen are keeping house and have their own apartments. Mama is not there to say "eat it; it's good for you" and to make the chicken soup. Now the kids are shopping; they don't know anything about budgeting; and somebody will have to think about it. It's time for us to reinstitute home economics in those high schools that dropped the training. We must decide whether it is time to consider that we have very little in high schools where <u>all</u> the kids learn anything about parenting, home-health care plus budgeting. Yet the competency test has many questions about budgeting. Some kids have never had anything to do with budgeting. They got their allowance; they threw it away; daddy paid for their hair cuts, toothpaste! They never had to budget. The test also contains questions on

areas that we kept girls out of serious math and science. So we will need to look at the math items and determine whether they show sex or cultural bias.

We will be looking at a lot of things in those textbooks. All you have to do is put yourself in another place and examine them. You'll know we've been making textbook selection without even a thought to what kinds of vibrations the books give off to different kinds of people. It will take us back to the time when we all used the same history books. We had the Indians in it, but they always scalped the white man, had tomahawks and wore head dresses. Now we have a guy in the Navy or the Army or some place being out of the service because he shaves all his hair and had got a "mohawk hairdo." We must examine those books to see what they say about these people who are a part of America, whether or not they suggest that some people are to be limited because of their origin or who they are. We're even considering that those of you who come from families that have retained another language will be begged to come and be our neighbors so our kids can learn another language naturally by growing up near you. Now that's a switch! The Americanization of Emily said one doesn't use her own language. Get rid of it and you will rise in status to the extent that you can remove all the traces of the Old Country. Ironic! Now we realize we are a disadvantage in international relations because we don't know any other language. (Folks talk about us behind our backs and before our faces all the time, and we say "What are they saying?").

This is a part of the same thing I speak about. Down at the very root is a question of whether or not we will continue to limit other people's opportunity by our own biases toward them on the basis of their race, the color of their skin, their national origin, the side of the track they live on, the family status, their marital status, their parental status and the shape of their skin. The shape of the skin will be the toughest one to deal with because it hits all of us. If I translated that somebody is making me take a course called "Exploration of Vocations" and I want to and intend to be the "wife of", then I'm going to be mad with anybody who tells me that I've got to do it. Fifteen years later I might appreciate the fact that it was compulsory, for at least my thinking was stimulated when I was not aware of what could become realities in one's own life. It does not say what one wants to do. It does not say what one must become. That's the beauty of career education. But it does allow one to explore beyond his/her own limited experience and beyond anything that one might have ever dreamed. But before one ever reaches that of options, from day one, there ought to be someone there assuring each person that as a baby he/she came into this world as a result of a power than one may never see and cannot describe. But let's not get mixed up. There's a difference between your having to carry out Title IX and what I'm talking about. What I'm saying has to do with whether or not you're going to treat girls fairly in school. I am reminded of my fourth grade teacher and an incident at the time boys played on one side and girls on the other. The best baseball players were on the boys' side of the building. Everyday at noon, before I even thought about it, I ripped down the steps and got around to the boys side so that I could get to be on first base! Then everyday for three days, as soon as we got in and I was late getting lined up, guess who told on me? Boys! For three solid days I got whipped. Finally, the teacher convinced herself that I was really not even conscious of what I was doing and that

my desire to play a good game of baseball was completely blocking out awareness of the rules and regulations and everything else. They changed the rules later. I wonder what might have happened if professional baseball had been open to females during that time! I was pretty good and had five brothers for coaches!

How do we adjust to this new approach? It starts with you. You cannot train teachers--prespective teachers--you can't deal with them unless first you examine yourself for even after you're examined, you will make slips. It's very difficult to think his/hers. When folks start thinking "Why not?" we're on our way! I'm asking you to start with the language. I have the proof that there are too many places that exclude women and others that exclude men; where when they use the term he, his and him they mean males. When they used the term she, her or hers they meant females. Airline stewardess what was the motivation? Something good or pretty for men to look at while she served them their drinks and food. Now what do we have? Flight attendants and glorified waitresses or maids and males. The motivation sort of changed with larger aircraft. That's when they got all of us trying to get on at the same place and they didn't have time to serve any of us. So you see the attitudes have changed. Stewardesses are also paid better now that they are classified the same as male flight attendents. Traditionally female positions pay less than traditionally male positions. We're not sure whether we pay less because we have women in the female intensive occupations or whether the fact that women are paid less because they are women. We know that when the communications industry decided to break their jobs down and hire women for parts of it (putting together the telephone), they reduced the pay. They have since eased some duties into the work again without raising the pay to the earlier level. Now its primarily a female intensive occupation.

Are you willing to examine your own biases by a test of maybe 200 items that ask you what you think about when you hear certain words? Are you? Well you're going to have to persuade your colleagues because the elimination of sex role stereotypes not only involves you but all those other people who have contacts with your students. The ones who negate every effort you have made, and they are not aware. So give them the test too. Don't worry about following up or staying out of the way for a couple of days. Just deal with their consciences. The big issue is elimination of sex role stereotyping since we're dealing with people's lives, people's welfare, people's problems. Today, if the work doesn't require sex, don't put a sex label on it. That's the only way I can explain it simply. Career education is every person's right. None of us has the right to limit another's career choices by imposing personal perferences and prejudices based on race, color, vocation, national origin, class, marital status or the shape of one's skin. We need all kinds of people to make the world go 'round and provide the human resources required today. It begins with you and me.

CLINIC SUMMARIES

CLINIC 1 -- 12 STEPS TO CAREER EDUCATION

This clinic provided an overview of two handbooks developed this past year to enable SEAs, LEAs and institutions of higher education to identify, select and implement systematically existing career education techniques, processes and materials to develop comprehensive career education programs.

An outline of the handbook contents, the process it involves, materials developed and utilized and the field trials in Madras, Oregon and Palmer, Alaska were reviewed. The presenters emphasized some of the important aspects of this project, some of which included:

- the greater applicability of the process beyond career education
- the importance of coordination and commitment where there is large group involvement and joint decision-making
- the surface of the need for further staff inservice/development in career education

The handbook, 12 Steps to Career Education, through a step-by-step process, includes a method to establish career education goals for LEAs; assign priorities to goals and select goals for implementation; identify, select and implement career education techniques, processes and materials developed in previous projects supported by the Office of Career Education, U.S. Office of Education in general and the National Institute of Education and specified SEA's and LEA's; and prepare and organize themselves to accomplish these tasks.

In reviewing actual contents, the presenters indicated each step in the handbook is similarly formatted and contains a description of each individual step; a statement of the major or purpose and goal(s); the expected outcomes, including observable evidence that the purpose(s) had been attained; and suggested procedures, methods, materials and sequences for taking necessary action to attain the expected outcomes.

Also reviewed was the other handbook, Career Education: Programs That Work used in conjunction with the handbook entitled 12 Steps to Career Education which provides information that included, where applicable, methods for disseminating information, selecting student goals for implementation, developing staff development activities, and selecting as well as adapting student learning experiences.

For further information contact:

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

CLINIC 2 -- COLLABORATIVE EFFORTS OF BUSINESS/INDUSTRY AND EDUCATION

Andy Jacobs, Executive Director of the Institute for Public Affairs Research, Inc., spent several minutes acquainting those attending the clinic with the purposes of his organization and a history of its recent activities.

He indicated that the Institute was very interested in keeping communication channels between the schools and the business community open. Methods employed to accomplish this include, but are not limited to, field trips for students and inservice programs for teachers.

He cited several examples of field trips and inservice programs to illustrate the past efforts of IPAR. He indicated that IPAR serves largely as a broker of the many available resources, human and material, that they have catalogued. The IPAR staff assists schools in utilizing the resources.

For further information contact:

Institute for Public Affairs Research, Inc.
Andy Jacobs, Executive Director
516 S.E. Morrison Street, Suite 710
Portland, Oregon 97214

CLINIC 3 -- WORKING WITH STUDENT TEACHERS IN CAREER EDUCATION

This session focused on the fact that most student teachers have inadequate preparation and experiences in career education. Mutuality and cooperating planning must be important links between universities and cooperating teachers. Career education viewpoints and definitions should be shared to provide compatibility and utilization in the classroom. The difficulty, however, arises in finding cooperating teachers who have good career education backgrounds and have commitment from administrators for inservice training. Major points by panel members included:

- Hillsboro's TOTAL program is an experienced-based education program where students visit work sites and develop related basic skills
- One student teacher's experiences included writing weekly TOTAL student plans, monitoring learning centers, and using public resources

- o Teacher education institutions should stipulate criteria for cooperating teachers which include compatible career education definitions and classroom utilization

- o There is difficulty in finding cooperating teachers trained in career education. Concerns are: need for common terms and administrative commitment

- o Teachers must be aware that career education can be infused in subject matter

For further information contact:

Dr. Wesley Caspers
Linfield College
School of Education
McMinnville, Oregon 97128

CLINIC 4 -- SEX ROLE STEREOTYPING GUIDELINES FOR TEACHER EDUCATORS

To allow broader input for the Sex Role Stereotyping Guidelines for Teacher Educators, exposure to the project, members of the Sex Role Stereotyping Task Force conducted a clinic at the spring conference.

The task force was formed in December, 1977 as a result of being determined as area of prime importance by the Inter-institutional Consortium for Career Education representatives. The intent of this task force was to provide teachers with a tool that could be used with their students/prospective teachers.

The Sex Role Stereotyping Task Force was responsible for identifying specific needs at the higher education institutions in Oregon in the area of sex role stereotyping, compiling data and resources that addressed these needs, and recommending to the Consortium how the guidelines could be utilized at individual institutions.

The clinic provided participants with an overview of the purpose for developing the guidelines and a review of the rationale and general content of the document. The primary focus was on the small group input which allowed individuals from various institutions and backgrounds the opportunity to react, interact and refine the content in the guidelines.

The guidelines were submitted to the Consortium for final approval and will be available in September, 1978.

For further information contact:
Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

CLINIC 5 -- HOW TO GET TURNED ON WITH CIS

This clinic used both hardware and software during the presentation. The booklet entitled "Handbook for Implementing CIS at Colleges and Universities" was reviewed and the teletype/phone unit on line to the computer center was experienced by all participants.

Ed Anderson, Professor of Education at Oregon State University, stated that the medium itself is motivating. To get "turned on" all you have to do is turn on the terminal and get CIS.

There is a need to train teachers, students, and all users with the use of CIS. To accomplish this training task the slide/tape module entitled "Professionally Planned Independent Learning" could be used. This module was developed by Oregon State University faculty to assist the learning as he/she uses the computer for career education.

Some of the fact about CIS are as follows:
Did you know this about CIS?

- That the letters in "CIS" stand for Career Information System.
- That CIS is an Oregon public interagency cooperative whose purpose is to improve career and educational choices.
- That CIS provides current labor market and educational information in usable forms to students and social agency clients.
- That 220,000 Oregon students and social agency clients used CIS during 1977-78.
- That parts of Oregon CIS are being replicated in at least 12 other states.

- That 70% of the students who used CIS said that the occupational titles which the computer listed for them introduced some new occupations that they would seriously consider for future work.

- That students who used the system consistently showed that they knew more about job prospects than those who did not use CIS.

- That two-thirds of the students who used the system talked with their parents about it for an average of 45 minutes.

- That 84% of the students said that they were satisfied with the system and 77% had recommended it to a friend.

- That CIS has an introductory questionnaire which matches self-assessed interests and abilities with a list of occupations which serve as a starting point for investigation into occupational areas.

- That CIS provides occupational descriptions which give summaries about the duties, pay, outlook and working conditions of occupations.

- That more information may be obtained from Oregon Career Information System, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403. Telephone: (503) 686-3872.

For further information contact:
Dr. Ed Anderson, Professor of Education
Oregon State University
School of Education
Corvallis, Oregon 97331

CLINIC 6 -- CAREER EDUCATION, CAREER GUIDANCE AND OCCUPATIONAL COMPETENCE

The Wisconsin Vocational Studies Center has developed materials especially for us by the preservice or inservice educator. These materials, which are entitled Career Awareness, Career Guidance and Occupational Competence contain sectional overviews, lesson objectives, content and student handouts.

This package of materials should be of interest to college and university faculty for three reasons:

- o TIME in preparing materials for class presentations can be cut to a minimum.
- o The subject matter is TIMELY, APPROPRIATE, and WELL DONE.
- o The lessons are LEARNER-CENTERED in that they offer activities for student involvement.

One technique introduced to the group was a modified role playing technique. An open-ended script which sets up an issue, a conflict or problem is written out and "read" by individuals who volunteer or selected by the leader. Upon completion of the dialogue, the audience becomes involved in an advisory capacity by helping to further define the issues and more fully enhance the characteristics of the role play. Scripts utilizing this format were given to the participants.

For further information contact:
Dr. Carol Burden, Assistant Professor
Portland State University
School of Education
P.O. Box 751
Portland, Oregon 97207

CLINIC 7 -- HOW TO CONDUCT PROCESS AND PRODUCT EVALUATION

The clinic centered on presenting an evaluation methodology in the form of a handbook, "Evaluating Career Education Components in Teacher Education Programs." Because teacher educators have promised the public and its representatives many things, the public is now questioning whether or not these promises have been fulfilled. Federal and state legislators are asking whether or not what we are doing makes any difference to student performance. Legislators and taxpayers are becoming increasingly more reluctant to provide funds for programs which cannot explicitly demonstrate their effectiveness.

Thus there is a need for an evaluation guide which is useful to practitioners at all levels of the educational continuum. The literature of evaluation has more or less kept pace with contemporary developments in the field. But, material is presented in a theoretical/academic manner. Little material is available to assist practitioners with the actual conduct of occupational/career program evaluations.

The proposed handbook takes cognizance of the breadth of career offerings in institutions of higher education, the trend toward articulated career programs along the educational ladder and from agency to agency, and the fact that not all programs can be evaluated according to a single set of assumptions and procedures. The proposed handbook has four sections which parallel the evaluation process and are very closely related, even though they can be used to great advantage independent of one another.

The sections are concerned with Evaluation of Career Education Programs, Identifying Competencies and Evaluation Questions, Collecting and Analyzing Information, and Communicating and Using Evaluation Results. Sections divide the major aspects into topics, such as developing standards, documenting learning activities, and preparing a description of the background for the career program. Steps and substeps describe tasks that should be done, such as validating a program standard. Appendices appear at the back of the handbook. They provide additional information which could facilitate the evaluation of higher education career programs, e.g., examples of instrumentation, completed worksheets, forms, etc. The reader will be directed to an appendix by a step or substep. A shopping list of career education competencies appears at the end of the first section.

The steps and substeps are highly procedural in nature. The reader will take each step and substep one at a time and in the prescribed order. The reader will complete each step and its substep before going on to the next. The order in which the steps and substeps are presented is designed to facilitate accomplishment of evaluative tasks. The handbook contains worksheets upon which the reader is directed to enter selected information. Additional blank worksheets appear in the appendices. These could be removed and duplicated in sufficient quantity for an actual program evaluation.

For further information contact:

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

CLINIC 8 -- ASSESSMENT OF TEACHER EDUCATION PROGRAMS

The speakers, Dale Harp and Muriel Nilsen, provided a detailed overview of the Oregon College of Education competency-based teacher education program for both elementary and secondary levels. The presentation included the components of a lesson, as identified by their program.

Special emphasis was given to the assessment of teacher performance, both at the student teaching and post-graduate levels. Included was the criteria used for evaluating teacher performance.

Transparencies were utilized to depict the data charts and tables with the findings of the follow-up evaluations of recent graduates and their ratings on a seven-point scale.

For further information contact:
Dale Harp, Assistant Professor
Oregon College of Education
School of Education
Monmouth, Oregon 97361

CLINIC 9 -- CURRENT STRATEGIES FOR COMPLIANCE WITH TEACHER STANDARDS AND PRACTICES COMMISSION REGULATIONS

A presentation was made giving a brief background of the changes in TSPC rules for certification and the efforts of ICCE in developing guidelines for infusing career education into teacher training programs. Emphasis was placed on resources that can be used by individual staff members. The major points addressed included:

- o 1980 certification regulations will require career education at the basic level (the Consortium formed in 1974 to help institutions infuse career education into teacher preparation programs).
- o ICCE activities (staff development and program development).
- o Institutional Activities (Oregon College of Education career education infused into junior block programs; all students graduating in elementary and secondary education are given instruction in career education infusion in a manner compatible to objectives of course).
- o University of Portland infused career education into undergraduate courses.

For further information contact:
Dr. James Ellingson, Professor of Education
Oregon College of Education
School of Education
Monmouth, Oregon 97361

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3180 Center Street, N.E.
Salem, Oregon 97301

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Thank You!